



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 8**

Fall 2006

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Reference List:

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PART 1—READING

1A: PAIRED READING SELECTIONS

DIRECTIONS:

In Part 1A, you will read two selections and answer some questions. You may look back at these two selections as often as needed during Part 1.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 1A of your **Answer Document**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

DIRECTIONS: Read the selection "Song of Masfield." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Song of Masfield"
Questions 1–8

- 1 What is one lesson that Masfield learns from Asbury, the canary?
 - A Canaries naturally sing better than horses do.
 - B Singing is not particularly important or useful.
 - C He was able to sing all the time and didn't know it.
 - D Asbury has been listening to his attempts at singing.

- 2 At what point in the story does Masfield's attitude toward others change?
 - A when Asbury gives him advice about singing
 - B when he hears the chorus of unique voices harmonize
 - C when Chesterton attempts to reach the acorn
 - D when he hears the canaries sing at dawn

- 3 In the fourth paragraph, the author states: "There was one thing in life Masfield did cherish: singing." What does the word cherish mean in this sentence?
 - A discourage
 - B require
 - C treasure
 - D assist

- 4 Which quotation focuses on Masfield's *major* concern in the story?
 - A "All were thought by Masfield to be inferior to him."
 - B "He teased the unfortunate and was downright mean."
 - C "I suppose if that's your attitude, I cannot be of help to you."
 - D "Masfield craved the ability to sing so much that sometimes it was painful."

- 5 The author *most likely* uses the musical chorus to convey the story's theme because the chorus
- A shows the beauty of working together and supporting one another.
 - B lets the reader know how many types of animals there are in the forest.
 - C emphasizes the importance of singing often with friends.
 - D provides an opportunity to display Masfield's individual talents.
- 6 Masfield's experience helps him learn the value of
- A appreciating the talents of others.
 - B requesting the approval of others.
 - C ignoring the criticisms of others.
 - D copying the style of others.
- 7 Why does the author begin the story with a quote?
- A to introduce the setting of the story
 - B to give readers a clue of what is to come
 - C to introduce the story's two main characters
 - D to give readers insight into the horse's personality
- 8 How does Masfield's attitude change over the course of the story?
- A At the beginning of the story, Masfield is rude, but at the end, he is respectful.
 - B At the beginning of the story, Masfield is stubborn, but at the end, he is flexible.
 - C At the beginning of the story, Masfield is sympathetic, but at the end, he is self-centered.
 - D At the beginning of the story, Masfield is embarrassed, but at the end, he is relaxed.

DIRECTIONS: Read the selection "The Daisy." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"The Daisy"
Questions 9–16

- 9 What is the *main* theme of this story?
- A Loneliness is the root of jealousy.
 - B Beauty is not as important as honesty.
 - C Be satisfied with who you are.
 - D Trust leads to understanding others.
- 10 Which statement from the story is an *opinion*?
- A "I can see and hear"
 - B "O, how richly have I been gifted!"
 - C "All the children were at school"
 - D ". . . and yet it was only a Monday."
- 11 In paragraph 6, the author writes, ". . . the less scent they had the more they flaunted." In this context, the word flaunted means
- A cried.
 - B drooped.
 - C showed off.
 - D became envious.

- 12** With *personification* an author gives human characteristics to things that are not human. In which statement does the author use *personification*?
- A** “. . . and the forest kisses me.”
 - B** “. . . down came flying the Lark . . .”
 - C** “Close by it . . . grew a little Daisy.”
 - D** “All the children were at school”
- 13** Which description of the little Daisy *best* supports the main idea of the story?
- A** The Daisy enjoys its own life and has a great respect for the other flowers.
 - B** The Daisy feels lonely in the grass and wishes it could be in the garden.
 - C** The Daisy is ignored by the other flowers and becomes angry.
 - D** The Daisy is very intelligent, and all the other flowers are envious of it.
- 14** In paragraph 10, the little Daisy felt “half ashamed, yet inwardly rejoiced” because it
- A** enjoyed being admired but did not want to be a show-off.
 - B** could not find the words to tell the other flowers it was happy.
 - C** wanted to be in the garden but knew it could not move from its place.
 - D** did not like being the object of the bird’s and the other flowers’ attention.

- 15** *Imagery* is the use of descriptive words to appeal to readers' senses. In which statement did the author use *imagery*?
- A** "How happy was the little Daisy"
 - B** "Then the girl went away with the tulips."
 - C** "For the yellow point in the Daisy looked like gold"
 - D** "They did not notice the little Daisy outside there"
- 16** In paragraph 8, the author writes, ". . . see what a lovely little flower, with gold in its heart . . ." to express how
- A** all the other flowers were ugly in the bird's opinion.
 - B** the bird was unable to tell what color the little Daisy was.
 - C** the little Daisy is respectful and loving, unlike the other flowers.
 - D** the tulips, and not the little Daisy, were beautiful to the little girl.

CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 17 through 21 ask about *both* of the selections you read. Choose the *best* answer for each question. You may look back at the two selections as often as needed.

- 17** In *both* selections, there are characters that are unkind. Masefield is unkind when he refuses to help the squirrel, while the tulips are unkind when they refuse to
- A** rejoice in the little Daisy's good fortune.
 - B** listen to the Lark's song.
 - C** flaunt their splendid colors.
 - D** be friendly to the little girl.
- 18** In *both* selections, a bird has a strong effect on the main character. Asbury, the canary in "Song of Masefield," helps Masefield to understand his limitations; the Lark in "The Daisy" shows the Daisy that
- A** being in the grass alone is actually safer.
 - B** there are underlying relationships in nature.
 - C** the other flowers are not as beautiful as it is.
 - D** it is special and not ignored, as it had thought.
- 19** What does Masefield learn that the little Daisy knows all along?
- A** Beauty is often found in unlikely places.
 - B** Music can be a very personal experience.
 - C** All things should be respected for what they are.
 - D** Do not trust too much for fear of being deceived.

- 20** The main characters in both selections have a strong affection for song. However, they are *different* in that Masefield wishes to sing beautifully, while the little Daisy
- A** prefers to listen to music alone.
 - B** does not have the ability to sing.
 - C** wants only to be able to sing.
 - D** simply enjoys the singing of others.
- 21** What do these two selections have in common?
- A** They both give human characteristics to things that are not human.
 - B** They both have only animals as characters.
 - C** They are both about the importance of helping others.
 - D** They were both written about a time long ago.

1B: RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Think about *both* of the selections in Part 1A as you answer the following question. You may look back at the selections as often as needed.

22 Is it always best to be part of a group? Yes or No?

Explain your answer using specific details and examples from *both* "Song of Masfield" and "The Daisy." Be sure to show how the two selections are alike or connected.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 3 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

PART 1B: CHECKLIST FOR THE RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 3 of your **Answer Document**.

CHECKLIST:

- _____ Do I take a position and clearly answer the question I was asked?
- _____ Do I support my answer with specific examples and details from *both* reading selections?
- _____ Do I show how the two reading selections are alike or connected?
- _____ Is my response complete?

NOTES/PLANNING

NOTES/PLANNING

PART 2—READING

INDEPENDENT READING SELECTIONS

DIRECTIONS:

In Part 2, you will read two selections and answer the questions that follow each selection. You may look back at the selections as often as needed in Part 2.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2 of your **Answer Document**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

DIRECTIONS: Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Mysid Shrimp: Testing for Poisonous Garbage"
Questions 23–30

- 23** In the context of this article, the word cysts (paragraph 7) means
- A** egg cases.
 - B** shrimp food.
 - C** newborn shrimp.
 - D** algae.
- 24** Mysid shrimp are used to test the
- A** safety of swimming areas.
 - B** temperature of bay water.
 - C** purity of drinking water.
 - D** contents of garbage.
- 25** What evidence in the selection shows that the authors visited Valenti's facility?
- A** the diagram of the shrimp
 - B** the description of the office
 - C** the description of how the shrimp eat
 - D** the explanation of how the shrimp are used

- 26 Which task described in the selection is done *weekly*?
- A cleaning algae from the sides of the tanks
 - B replacing some of the water in each tank
 - C putting brine shrimp eggs in one tank
 - D pumping air into the tanks
- 27 According to the article, how do mysid shrimp show their sensitivity to poisons?
- A They change color.
 - B They swim in strange ways.
 - C They try to escape.
 - D They give birth to deformed offspring.
- 28 According to the article, it is clear that the *most satisfying* aspect of Valenti's work is
- A using science to save endangered creatures.
 - B his success in raising young animals to maturity.
 - C providing an inexpensive source of food.
 - D doing his part to keep the sea clean.

29 What was the authors' purpose in writing paragraph 4 of this article?

- A** to describe the work done at Multi Aquaculture Systems
- B** to give background information about Robert Valenti
- C** to engage the reader's interest in water pollution
- D** to give a feeling for the kind of place where Valenti works

30 Which aspect of mysid shrimp do the authors discuss *last*?

- A** how their tanks are prepared
- B** how scientists use them
- C** how Valenti ships them
- D** how they use their pouches

PART 3—WRITING

3A: WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

In Part 3A, you will be given a theme and a number of ways to write about it.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

We will begin Part 3A together by reading the information on the next page. As I read aloud, please follow along in your booklet.

WRITING FROM KNOWLEDGE AND EXPERIENCE**31 WRITE ABOUT THE THEME: RESPONSIBILITIES AND RIGHTS**

Being given a new right or privilege usually means accepting the responsibilities that go with it. For example, when you learn to drive a car, you must also be willing to follow the rules of the road.

Do **ONLY ONE** of the following:

describe a special privilege or right that people your age are sometimes given and discuss the responsibilities that go with it

OR

convince readers that they cannot expect to be given a new right or privilege without being ready to carry out the responsibilities that go with it

OR

tell about a time when you were given a new right or privilege and had to accept the responsibilities that went with it

OR

explain how someone lost a privilege as a result of not being responsible

OR

write about the theme in your own way.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 9 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

PART 3A: CHECKLIST FOR WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 9 of your **Answer Document**.

CHECKLIST:

- _____ Do I have a clear central idea that connects to the theme?
- _____ Do I stay focused on the theme?
- _____ Do I support my central idea with important details/examples?
- _____ Do I need to take out details/examples that DO NOT support my central idea?
- _____ Do I use a variety of words, phrases, and/or sentences?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

NOTES/PLANNING

NOTES/PLANNING

3B: STUDENT WRITING SAMPLE

DIRECTIONS:

In Part 3B, you will read a student writing sample and answer some questions. You will be reading everything in Part 3B silently. You may look back at the student writing sample as often as needed.

You may underline, highlight, or write notes in this booklet, but you must mark all of your answers in Part 3B of your **Answer Document**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

REVISING AND EDITING THE STUDENT WRITING SAMPLE

DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

- (1) Zeus was a big, shaggy dog that lived with Mr. and Mrs. Hill and their son
(2) Teddy in their home in the countryside. Most of the time, Zeus was well-behaved.
(3) One day Mr. Hill took Zeus for a walk. Zeus loved walks. Mrs. Hill and
(4) Teddy usually took him along when they went to the ice cream store. But today
(5) Zeus was on a path in some woods with Mr. Hill. It was cool there and, Zeus could
(6) hear a squirrel rustling the branches overhead. The dog longed to chase the squirrel,
(7) but Mr. Hill made his grip on the leash more firm. The squirrel scampered onto the
(8) path daring the dog to chase it. Zeus looked up at the master, who gave him a warning
(9) look. Zeus yearned to catch the squirrel without making Mr. Hill angry.
(10) "Just come . . . a little . . . closer," Zeus thought as he strained to catch the
(11) squirrel. All of a sudden, the collar came unclipped! The dog dashed off. He dashed
(12) after the squirrel. He left his out-of-breath owner behind. But the squirrel climbed a
(13) tree and scolded the dog. He was panting hard. He was also confused. Mr. Hill was
(14) nowhere in site.
(15) Zeus walked and walked until he came to the street. But this wasn't the street
(16) the ice cream store was on! Cars went by fast. The buildings were big. What a mistake
(17) he had made! He was in the big city. How was he going to cross that busy street.
(18) But he tried. And when he did a car knocked him down. Now he is limping,
(19) thirsty, and hungry.
(20) Zeus checked for food in every trashcan. He discovered nothing that even a
(21) starving dog would be tempted to eat. He darted down a street behind an old building
(22) and saw two beat-up trashcans. One of the trashcans was made of green plastic. Near
(23) it was an old cat. He had a scar across one eye, and part of his tail was missing.
(24) The cat looked at the dog. "You lost?" he hissed.
(25) "Yes," Zeus said quietly.
(26) "My name is Fleabite, and I know this city inside and out," the cat hissed.
(27) "But I live in the countryside," Zeus barked.
(28) "I've been there once. Let's go." Fleabite led Zeus across the busy street,
(29) down a path in the woods, and down the country lane past the ice cream store. No
(30) one was there eating ice cream, and the door was shut.
(31) While Zeus was barking at their own door, Teddy came outside. He cried,
(32) "Mom! Dad! Zeus came back! And he brought a cat! Can we keep it?"
(33) So Zeus was home, and his mistake didn't turn out to be all bad—because
(34) Fleabite got a home.

Questions 32–36

32 Which sentence contains an error in punctuation?

- A Most of the time, Zeus was well-behaved.
- B But this wasn't the street the ice cream store was on!
- C How was he going to cross that busy street.
- D "But I live in the countryside," Zeus barked.

33 Which underlined word is **NOT** spelled correctly for the way it is used?

- A Mr. Hill was nowhere in site.
- B But the squirrel climbed a tree and scolded the dog.
- C It was cool there and, Zeus could hear a squirrel rustling the branches overhead.
- D He had a scar across one eye, and part of his tail was missing.

34 What needs to be edited in the sentence below?

The squirrel scampered onto the path daring the dog to chase it.

- A Add a semicolon after path.
- B Change squirrel to squirral.
- C Add a comma after path.
- D Change scampered to scampers.

- 35 The genre is fantasy because it
- A has characters, a plot, and a setting that are developed with details.
 - B tells a story in which animals can speak to each other.
 - C has a message or a lesson for readers to learn.
 - D takes place outdoors and in the countryside.
- 36 Which sentence should the writer take out because it is **NOT** a necessary detail?
- A The squirrel scampered onto the path daring the dog to chase it.
 - B He left his out-of-breath owner behind.
 - C Cars went by fast.
 - D One of the trashcans was made of green plastic.

PEER RESPONSE TO THE STUDENT WRITING SAMPLE

DIRECTIONS: Write a response to the question in the box below. You may look back at the student writing sample as often as needed.

37 As a reader, do you have a clear picture of what the writer is describing in this story? Why or why not?

Use details from the student writing sample to support your answer.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 11 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

PART 3B: CHECKLIST FOR THE PEER RESPONSE TO THE STUDENT WRITING SAMPLE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 11 of your **Answer Document**.

CHECKLIST:

- _____ Do I clearly answer the question that was asked?
- _____ Do I support my answer with details from the student writing sample?
- _____ Is my response complete?

NOTES/PLANNING

Scoring Key: Part 1: Paired Reading Selections

Item Number	Correct Answer	GLCE	Description
1	C	R.CM.07.01	Connect understanding to world themes/perspectives
2	B	R.NT.07.03	Analyze roles/conflicts/abstract themes
3	C	R.WS.07.07	Use strategies to determine meaning in context
4	D	R.NT.07.03	Analyze roles/conflicts/abstract themes
5	A	R.NT.07.04	Analyze author's craft
6	A	R.CM.07.01	Connect understanding to world themes/perspectives
7	B & D	R.NT.07.04	Analyze author's craft
8	A	R.NT.07.03	Analyze roles/conflicts/abstract themes
9	C	R.CM.07.03	State themes, truths, principles w/in, across texts
10	B	R.CS.07.01	Assess qualities/accuracy/relevance of writing
11	C	R.WS.07.07	Use strategies to determine meaning in context
12	A	R.NT.07.04	Analyze author's craft
13	A	R.NT.07.03	Analyze roles/conflicts/abstract themes
14	A	R.NT.07.03	Analyze roles/conflicts/abstract themes
15	C	R.NT.07.04	Analyze author's craft
16	C	R.NT.07.04	Analyze author's craft
17	A	R.NT.07.03	Analyze roles/conflicts/abstract themes
18	D	R.NT.07.03	Analyze roles/conflicts/abstract themes
19	C	R.CM.07.01	Connect understanding to world themes/perspectives
20	D	R.CM.07.03	State themes, truths, principles w/in, across texts
21	A	R.NT.07.04	Analyze author's craft

Scoring Key: Part 2: Independent Reading Selection

Item Number	Correct Answer	GLCE	Description
23	A	R.WS.07.07	Use strategies to determine meaning in context
24	D	R.CM.07.02	Read/retell/summarize texts
25	B	R.CM.07.02	Read/retell/summarize texts
26	C	R.CM.07.02	Read/retell/summarize texts
27	B	R.CM.07.02	Read/retell/summarize texts
28	D	R.NT.07.03	Analyze roles/conflicts/abstract themes
29	D	R.IT.07.03	Explain how authors use craft/text features
30	B	R.IT.07.02	Analyze organizational patterns

Scoring Key: Part 3: Student Writing Sample

Item Number	Correct Answer	GLCE	Description
32	C	W.GR.07.01	Write with or ID correct grammar and usage
33	A	W.SP.07.01	Correctly spell or ID derivatives of bases/affixes
34	C	W.GR.07.01	Write with or ID correct grammar and usage
35	B	W.GN.07.01	Produce writing with or ID genre characteristics
36	D	W.PR.07.04	Use or ID titles/leads/endings for purpose/audiences

